

FAST FORWARD CALIFORNIA

CATALYZING COHERENCE

WORKBOOK AND PLANNING RESOURCE



Table of Contents

Overview2
Preparation3
Ecosystem Mapping Part One: Areas of Work4
Ecosystem Mapping Part Two: Quality and Impact5
Ecosystem Mapping Part Three: Stakeholders6
Identifying Opportunities for Creating Coherence7
Golden State Pathways Application Planning Resource.8
APPENDICES	
A. 2022-2023 California Budget Language: Golden State Pathways and Dual Enrollment9
B. 2022-2023 California Budget Language: Dual Enrollment Opportunities	15
C. Linked Learning Gold Certification Standards.	18

Overview

Welcome! The *Catalyzing Coherence Workbook and Planning Resource* is designed to help communities begin to create the high-quality, seamless student experiences from K-12 to postsecondary education that research shows lead to college completion, meaningful employment, and equitable outcomes.

Now is not just any moment. It's a defining moment for California's future. With historic investments in Golden State Pathways, dual enrollment, and community schools, there has never been a better time to support our young people's college and career readiness aspirations. But the impact of these resources will be fully realized only if we approach this opportunity as a united front, breaking down silos to ensure equity, access, and excellence in implementation.

To get us there, Career Ladders Project, Linked Learning Alliance, and The Education Trust-West are teaming up in an effort called *Fast Forward California*. Our aim is to ensure high-quality, on-the-ground implementation that research links to positive, equitable educational and economic outcomes for students and communities. Through coordinated and sustained action across K-12, higher education, and workforce systems, *Fast Forward California* will accelerate students on the path to both college and career success.

After more than a decade of rigorous research and evidence-based policies and practices spanning K-12 and postsecondary education, *Fast Forward California* has harnessed the power of our collective experience to create an action-oriented planning resource to help you bring complex systems together in service of young people. Rooted in high quality standards for college and career preparation, the tool offers several mapping exercises to:

- Identify existing bodies of work related to college and career readiness
- Assess the impact of those strategies
- Consider the stakeholders who are or should be engaged in your efforts
- Identify opportunities to increase coherence across your efforts
- Leverage investments in college and career readiness to strengthen and scale your work

Communities throughout California are already taking important steps toward creating coherence and building seamless pathways for learners. Whether you're just starting out on this journey or are already at the forefront of such efforts, the planning resources presented in this tool can help you take your work to the next level.

By collaborating around a shared vision of equity and excellence in education, we pave the way for every student to achieve their full potential and pursue their aspirations with passion and purpose. This is a golden opportunity to unleash a wave of innovation and inspiration that will ignite breakthroughs and transform our communities. Let's embark on this exciting journey of discovery and growth together!

Preparation

Prework: Anchoring in Your Vision

Before kicking off this process, you will first want to ground your team in your vision for college and career readiness. Many communities have a graduate profile or vision statement focused on what students should be able to know and do by the time they graduate from high school. This vision should anchor your discussions throughout the steps outlined below. Ensure that you and your planning team are familiar with that vision, and have it accessible for review as needed throughout the process.

Prework: Identifying Your Team

College and career readiness work is inherently about connections; whether you are connecting K-12 to postsecondary, connecting education to workforce, or connecting to your broader community, it's important to ensure that your planning team includes individuals who lead or significantly influence related bodies of work across your community. Consider including:

- K-12 partners who lead or influence work related to pathways, college and career readiness, work-based learning, and community and employer engagement
- Postsecondary partners who lead or influence work related to pathways, dual enrollment, work-based learning, and community and employer engagement
- Employer and community partners who engage with pathways or support students across their educational career

Your team should reflect your broader community; ensure that you include and empower diverse voices within your organization and across your community throughout the process.

Grounding practice: Focus your work with a common vision or graduate profile

Local education agencies (LEAs) should define the set of knowledge and skills (e.g., critical thinking, communication, etc.) that graduates should possess, and incorporate intentional opportunities for students to learn and practice those competencies. Graduate profiles or other college and career readiness vision statements can serve as grounding principles, anchoring and connecting all of your efforts. Throughout the planning and implementation processes, you should regularly assess the activities you are prioritizing to ensure they are feeding this grounding principle, having meaningful impact, and supporting equitable access and student success. If your organization has specific equity goals tied to this work, you should review those as well as you kick off the planning process.

1 Ecosystem Mapping: Areas of Work

Creating coherence in your college and career readiness strategy requires intentional connection, alignment, and integration across areas of work and funding sources. Before you can better align and connect your work, it's necessary to take stock of current efforts. Starting from your vision of college and career readiness, your team will brainstorm and map existing efforts (programs, initiatives, strategies, projects, etc.) aimed at making that vision a reality.

Step 1: Gather Resources

For this process, you will need:

- [Planning map](#)
- Multi-colored sticky notes
- Pens or markers
- Optional: Stickers or other indicators to help denote high priority ideas

Step 2: Brainstorm

Using the planning map and a set of multi-colored sticky notes, **brainstorm all of the efforts currently underway that are related to each of the components of high-quality pathways**, displayed in each column.

- Choose a single color of sticky notes to capture current efforts across all components. **Write a single effort on each sticky note.**
- While you are brainstorming, **note which efforts are directly tied to your equity goals** or are significantly impacting your ability to provide equitable opportunities for students by writing an "E" in the corner of those stickies.
- **Note each funding source you are using to support each activity**, if applicable, by writing it on the sticky note in the "funding" area of the map.

Step 3: Team Discussion

After you have mapped your efforts, **discuss these questions with your colleagues for each area of work:**

- Does this activity contribute to realizing our vision?
- Does it support equitable student access and success?

Step 4: Identifying Gaps

After mapping your efforts, take stock of where you are focusing those efforts—**are there gaps in your existing bodies of work? If so, add those gaps to sticky notes of a second color and place them on your map.** Finally, take note of efforts that are NOT aligned to your vision; later, you will consider how to adjust or phase out those activities.

2 Ecosystem Mapping: Quality and Impact

Whew! You've made it through the first step in mapping your college and career readiness ecosystem. Next, your team should assess the impact of your efforts. Areas of work with high impact for learners, employers, or the community should be prioritized for scale, while low-impact strategies should be evaluated for return on investment or considered for phase out.

Step 5: Organizing Activities by Impact

Starting from your existing map of efforts, reorganize your sticky notes with an eye toward impact. In this step, you will **place high-impact efforts above the impact line and low-impact efforts below the line**. This will help your team quickly identify which strategies are ripe for scale.

Additional questions to consider:

- **Does the impact of this effort justify the investment?** This investment could be in space, equipment, staffing or partner time, or other concrete programmatic needs. You can also consider more abstract value propositions, such as whether the strategy builds relationships with stakeholders or strongly leverages community assets.
- **Does the impact of this effort contribute to realizing your vision?** For example, you may identify efforts that appear aligned with your vision, but the impact does not move you closer to reaching your goals. In cases like this, interrogate whether there is an adjustment to be made in your theory of action or implementation, and whether you are using the most relevant measures of impact.
- **Which areas of work are strong?** Do you notice any themes related to strong work in your community?
- **Which areas need attention?** Do you notice any themes related to work that does not have the intended impact?
- **Consider the amount of work involved in these efforts.** Are some areas particularly efficient or inefficient uses of time? Do some offer a stronger return on investment than others? Later in the process, you will consider whether these efforts can or should be strengthened to drive impact, or whether they should be phased out over time.

Grounding practice: Implement a strategy to measure the impact of your work

For each effort, communities should identify evidence-based standards of quality as well as an appropriate strategy to measure impact. Consider both quantitative and qualitative strategies, and ensure you are engaging your stakeholders, including students, as you proceed. Assessment of impact should consider both student-level outcomes and system-level outcomes. The Golden State Pathways Legislation suggests the [Linked Learning quality standards](#) as a framework for evaluating quality.

Ecosystem Mapping: **Stakeholders**

This work hinges on strong, collaborative relationships across segments of the education system, and between education and workforce. Community leaders, families, and students need to be engaged and ultimately support your efforts if this work is to scale and sustain over time. Next, you will map stakeholder relationships for the activities you've identified and begin to think about where it will be necessary to broaden your outreach and engagement.

Step 6: Stakeholder Mapping

For each activity, **consider who is and who should be engaged to ensure that your efforts are driving coherence, equity, and quality.**

- Who is **currently** at the table for your efforts? Consider categories of stakeholders (e.g., families, employers) as well as *individual* stakeholders (e.g., mayor).
- Who is **missing** yet should be at the table? Again, consider both categories of stakeholders and individual stakeholders.
- Are you engaging all **demographics** from your community in your work, or are some folks left out of the discussion?

For each area of work, **identify the categories of stakeholders you are engaging by adding a sticky note in the "partners" area of the map.** Note different types of stakeholder with dots or colors of stickies, e.g., add blue dots to efforts that have student and family engagement strategies in place, purple dots for efforts involving employer engagement strategies, etc. At a minimum, consider the categories of students and families, postsecondary partners, community-based organizations, and employer partners. You can also add notes or themes in the "partners" bar at the top of the planning map.

Then, with your team, **identify strengths and gaps in your community engagement.**

Look across your activities and notice any activities that have strong engagement across stakeholders, as well as those with limited stakeholder engagement.

Consider your process for engagement (e.g., surveys, focus groups, advisory groups, inclusion of stakeholders on planning teams, etc.) as well as the timing of your engagement (e.g., are stakeholders engaged across the process of ideating, planning, and decision-making?). *Ultimately, you want your stakeholders to see their fingerprints on your work.* **Consider whether your engagement strategies and timing are designed for meaningful collaboration.**

Through this process, you might find that some stakeholders are missing, while others are being asked to engage in many different areas. With your team, strategize about how you can leverage this opportunity to create coherence in your stakeholder engagement strategies.

Step 7: Summarize Stakeholder Engagement Strengths and Growth Areas

All Golden State Pathways applicants will be required by law to provide a description of how stakeholders will be engaged in the planning and implementation of Golden State Pathways programs. **Capture your discussion in the [application planner](#),** so that you are well prepared to provide a detailed and thoughtful response to this requirement.



Identifying Opportunities for Creating Coherence

Using the ecosystem map you've created with your team—including the identification of any efforts or stakeholders that are missing—consider where there are opportunities for coordination. These opportunities are ripe for inclusion in local, state, federal, or philanthropic funding applications, such as Golden State Pathways.

Consider:

- **Where are connections yet to be made?** You may, through this process, identify aligned activities that are being implemented in isolation. How can you build stronger connections, in terms of both funding and implementation, across your activities to improve coherence?
- **What activities, supports, or strategies are missing?** Are there missed opportunities to strengthen coherence across your efforts? These may be ideal for inclusion in Golden State Pathways plans.
- **Is any part of your vision under-supported or not addressed at all?** Are there ways to attend to those gaps in a way that strengthens your work across the board?

Using your ecosystem map, identify:

- Efforts to be **developed**, e.g., new pathways, additional stakeholder engagement
- Efforts to be **strengthened**, e.g., adding work-based learning to existing pathways, building College and Career Access Pathways (CCAP) agreements with postsecondary partners
- Strategies to be **phased out**, i.e., low-impact or low-quality strategies

With this synthesis, you can begin planning how your community will use the Golden State Pathways opportunity to drive coherence and results across your efforts.

Golden State Pathways

Application Planning Resource

While the Golden State Pathways request for applications is still under development, the legislation gives us clear sightlines into the types of information that applicants will be expected to provide. We have developed an [application planner](#) to give your team a head start on your application. Per state law, applicants are required to provide:

1. A description and documentation of how the applicant will collaborate with their local or regional interest holders to develop or offer high-quality college and career pathways opportunities consistent with the requirements of this chapter.
2. A description of all of the educational, career, or support services to be provided at the school site, a partnering college or university site, virtually, or at the locations where eligible work-based learning would occur.
3. A description regarding how the applicant's Golden State Pathways Program would support the needs of the applicant's underrepresented pupils.
4. A description of all direct and indirect resources, and partner entities that will support the applicant's development or implementation of high-quality college and career pathways opportunities consistent with the requirements of this chapter.
5. A description of the applicant's current and future efforts to sustain the ongoing operation of their Golden State Pathways Program beyond the life of their grant. Additionally, if applicants participate in the California Career Technical Education Incentive Grant Program established pursuant to Section 53070, the K-12 component of the Strong Workforce Program, or any other state college and career programs, they are encouraged to describe how they will create cohesion between those programs and college and career pathways developed or offered under the Golden State Pathways Program.
6. Provisions for data collection and recordkeeping necessary to comply with the requirements of subdivision (c) of Section 53024 and to verify that the grant funds were expended to develop or implement high-quality college and career pathways opportunities consistent with the requirements of this chapter.

We hope this planning process and resource set catalyzes conversations with your partners and community about quality, equity, and coherence in your college and career readiness strategies. Please contact info@linkedlearning.org with questions, feedback, or requests for additional support!

APPENDIX A

2022–2023 California Budget Language

Golden State Pathways and Dual Enrollment

SEC. 88.

Chapter 16.1 (commencing with Section 53020) is added to Part 28 of Division 4 of Title 2 of the Education Code, to read:

CHAPTER 16.1. Golden State Pathways Program

53020.

This chapter shall be known, and may be cited, as the Golden State Pathways Program Act.

53021.

The Golden State Pathways Program is hereby established to do all of the following:

- (a) Promote pathways in high-wage, high-skill, high-growth areas, including, but not limited to, technology, health care, education, including early education and child development, and climate-related fields that allow pupils to advance seamlessly from high school to college and career and, provide the workforce needed for economic growth.
- (b) Encourage collaboration between local educational agencies, institutions of higher education, local and regional employers, and other relevant community interest holders to develop, or expand the availability of, innovative college and career pathways that simultaneously align with a local educational agency's local or regional labor market needs.
- (c) Enable more pupils to access postsecondary education opportunities and workforce training opportunities, or to obtain gainful employment in an industry that simultaneously aligns with local, regional, or state labor market needs.
- (d) Support the continued development of a skilled and educated workforce, with an emphasis on addressing areas of acute statewide need, such as developing a diverse workforce to meet the need for professional and learning support positions in childcare settings, preschools, and schools maintaining prekindergarten, kindergarten, or any of grades 1 to 12, inclusive.

53022.

For purposes of this chapter, the following definitions apply:

(a) "High-priority local educational agency" means a local educational agency that meets any of the following criteria:

- (1) Fifty percent or more of the enrolled pupils at the local educational agency are unduplicated pupils, as defined in Section 42238.02.
- (2) The local educational agency has a higher than state average dropout rate.
- (3) The local educational agency has a higher than state average rate of suspension and a higher than state average rate of expulsion.
- (4) The local educational agency has higher than state average rates of child homelessness, foster youth, or justice-involved youth.
- (5) The local educational agency has a lower than state average rate of pupils completing all of the A–G courses required to be eligible for admission to the University of California or the California State University.

(b) “Local educational agency” means a school district, charter school, county office of education, or regional occupational center or program operated by a joint powers authority or county office of education.

(c) “Region” means the regional planning unit as defined by California’s Unified Strategic Workforce Development Plan, developed by the California Workforce Development Board, pursuant to the federal Workforce Innovation and Opportunity Act (Public Law 113-128).

53023.

Contingent upon appropriation by the Legislature in the annual Budget Act or other statute, the department shall administer the Golden State Pathways Program as a competitive grant program. In order to be eligible to receive a grant award, grant recipients shall do the following, as applicable:

(a) Commit to providing participating pupils with all of the following:

(1) An integrated program of study that includes all of the courses to meet the A–G course requirements needed to be eligible for admission to the University of California or the California State University and at least one of the other criteria to be considered prepared for the purposes of meeting academic and career-readiness standards as defined in the College/Career Indicator associated with the California School Dashboard maintained by the department pursuant to Section 52064.5. Local educational agencies are encouraged to integrate career pathways content and applications into A–G courses. Local educational agencies may also provide or expand access to courses that satisfy A–G course requirements through existing programs such as:

(A) UC Scout, which is a University of California Student Academic Preparation and Educational Partnerships (SAPEP) program that develops and delivers A–G approved online classes and curriculum to pupils.

(B) University of California and California State University extended learning programs that offer college preparatory courses that fulfill the A–G subject requirements for admission to the University of California and the California State University.

(2) The opportunity to earn at least 12 postsecondary credits that are applicable toward the completion of a degree, certificate, or credential through any of the following:

(A)

(i) Consistent with the requirements of Section 76004, College and Career Access Pathways dual enrollment courses.

(ii) To meet the requirements of clause (i), grant recipients are expected to establish, expand, or maintain a College and Career Access Pathways partnership agreement with their local community college district consistent with the requirements of Section 76004.

(B) Advanced Placement courses.

(C) International Baccalaureate courses.

(3) Opportunities to participate in work-based learning experiences in partnership with regional businesses and industries, state and local governmental entities, and nonprofit and community-based organizations that do all of the following:

(A) Integrate career awareness and career exposure activities.

(B) Emphasize opportunities to pupils in paid internships, preapprenticeships, or apprenticeships that offer pupils the ability to learn technical and professional skills.

(C) Emphasize opportunities for pupils to develop social and professional networks that will better enable them to launch their careers.

(4) Integrated support services necessary to address a pupil’s social, emotional, and academic needs.

- (b) Develop and integrate standards-based academics with a career-relevant, sequenced curriculum following industry-themed pathways that are aligned to high-skill, high-wage, or high-demand jobs in their regional economy or the state economy.
- (c) Provide articulated pathways from high school to postsecondary education and training that are aligned with the workforce development needs of their regional economy.
- (d) Collaborate with other local educational agencies, institutions of higher education, local and regional employers, and other relevant community interest holders to develop, or expand the availability of, innovative college and career pathways that align with their regional labor market needs.
- (e) Leverage available resources or in-kind contributions from public, private, and philanthropic sources to sustain the ongoing operation of their Golden State Pathways Program.

53023.5.

Community college districts may partner with local educational agencies to submit applications to receive funding under this program to support the offering of a Golden State Pathways Program.

53024.

- (a) As a condition of receiving a Golden State Pathways Program grant, a recipient shall:
 - (1) Not use Golden State Pathways Program grant funds to supplant state, federal, or any other public or private sources of funding that is otherwise, or would otherwise be, used to support the activities required of a Golden State Pathways Program grant recipient.
 - (2) Identify and set aside funding within its own budget or obtain funding commitments from program partners to fully sustain the ongoing operation of their Golden State Pathways Program and how other programs would be supported or integrated with, or that have been aligned with, a local educational agency's Golden State Pathways Program.
- (b) A grant recipient subject to the requirements of Sections 52060 and 52061, Sections 52066 and 52067, or Section 47606.5, as applicable, shall ensure that the activities supported by a Golden State Pathways Program grant are in alignment with the priorities and activities of the grant recipient's local control and accountability plan.
- (c)
 - (1) A grant recipient shall annually collect and submit data, disaggregated by pupil subgroup, on outcome measures to the department, which shall include, but are not limited to, the quality indicators described in the California State Plan for Career Technical Education required by the federal Strengthening Career and Technical Education for the 21st Century Act (Perkins V), and all of the following as applicable:
 - (A) Pupil academic performance indicators, including information disaggregated by pupil subgroups.
 - (B) The number and rate of school or program graduates by pupil subgroups.
 - (C) The rate of pupils completing the courses to meet the A-G course requirements needed to be eligible for admission to the University of California or the California State University at the participating schoolsite, disaggregated by pupils participating in a pathways program pursuant to this chapter and pupils not participating in a pathways program pursuant to this chapter.
 - (D) The number of postsecondary credits earned, internships and apprenticeships completed, and career technical education courses completed.
 - (E) Attainment of certificates, credentials, and degrees.
 - (F) Postsecondary enrollment, or pupils who meet the requirements to be considered a pupil who successfully transferred to a four-year university for purposes of Section 84750.4.

(G) Transitions to employment, apprenticeships, or job training in the industry sector educational pathway program offered by the participating local educational agency.

(H) The number of pupils completing career technical education coursework and the number of pupils completing a career technical education pathway consisting of a sequence of two or more career technical education courses in the same career technical education subject matter discipline.

(2) To the extent feasible, it is the intent of the Legislature that upon the implementation of the California Cradle-to-Career Data System established in Section 10860, the data required pursuant to paragraph (1) shall be integrated within the California Cradle-to-Career Data System.

53025.

(a) The Superintendent, in consultation with the executive director of the state board, shall award grants on a competitive basis to grant recipients for the following:

(1) Consortium development and planning grants to support collaborative planning between a grant recipient and their program partners in the development of high-quality college and career pathways opportunities that are consistent with the requirements of this chapter. Of the amounts appropriated to support the Golden State Pathways Program, the Superintendent may use up to 10 percent of the funds for consortium development and planning grants.

(2) Implementation grants to support a grant recipient's ability to offer participating pupils high-quality college and career pathways opportunities consistent with the requirements of this chapter. Of the amounts appropriated to support the Golden State Pathways Program, the Superintendent shall use not less than 85 percent of the funds for implementation grants.

(b)

(1) Of the amounts appropriated to support the Golden State Pathways Program, the Superintendent may use up to 5 percent of the appropriation to contract, in consultation with the executive director of the state board, with up to 10 local educational agencies for the provision of technical assistance to local educational agencies, applicants, and grant recipients that is aligned to technical assistance provided for other College and career readiness initiatives, including, but not limited to, those established pursuant to this chapter and the California Career Technical Education Incentive Grant Program pursuant to Chapter 16.5 (commencing with Section 53070). Of these technical assistance grantees, one local educational agency with demonstrated expertise in the design and implementation of college and career pathways will act as the lead technical assistance grantee and work with the department to provide leadership and direction for the other technical assistance grantees, who will provide technical assistance to different regions in the state.

(2) To be eligible for the contract pursuant to paragraph (1), the local educational agency shall commit to all of the following:

(A) Assisting local educational agencies in the continuous improvement of their Golden State Pathways Programs.

(B) Leveraging evidence-based program frameworks, such as linked learning framework and quality standards, to provide assistance to grantees.

(C) Providing prospective applicants and grantees with feedback regarding the development of their planned application, implementation, and continuous improvement of their Golden State Pathways Program and other career technical education programs, courses, and pathways that have been integrated with, or that have been aligned with, a local educational agency's Golden State Pathways Program.

(D) Creating a community of practice network that enables grantees to share best practices with other grantees and other interested local educational agencies.

(E) Assisting grant recipients with the collection and reporting of required data pursuant to this chapter.

(3) It is the intent of the Legislature that the Superintendent identify and contract with a local educational agency to provide technical assistance consistent with the requirements of paragraph (2) not less than three months prior to grant applications being due to the Superintendent.

(4) The Superintendent, in consultation with the executive director of the state board, shall contract with an independent entity to evaluate the program's effectiveness in meeting the goals described in Section 53021. This evaluation shall be completed no sooner than June 30, 2027, and no later than June 30, 2028.

(5) Any funds used by the Superintendent for purposes of paragraph (1) shall be available for encumbrance and expenditure for five fiscal years.

(c) In determining the grant amounts for an implementation grant and for a consortium development and planning grant, the Superintendent, in consultation with the executive director of the state board, shall consider all of the following:

(1) The number of pupils enrolled by the applicant.

(2) The number of pathways programs proposed to be established or expanded by the applicant and the number of schoolsites that would participate in the pathways program.

(3) The estimated number of pupils that would be enrolled in the applicant's pathways programs.

(4) The number of entities collaborating with the applicant to achieve the goal outlined in subdivision (a) of Section 53021.

(d) An applicant seeking a grant under this chapter shall submit an application to the Superintendent at a time, in a manner, and with any appropriate information, as the Superintendent may reasonably require. Each grant application submitted shall include all of the following:


(1) A description and documentation of how the applicant will collaborate with their local or regional interest holders to develop or offer high-quality college and career pathways opportunities consistent with the requirements of this chapter.

(2) A description of all of the educational, career, or support services to be provided at the schoolsite, a partnering college or university site, virtually, or at the locations where eligible work-based learning would occur.

(3) A description regarding how the applicant's Golden State Pathways Program would support the needs of the applicant's underrepresented pupils.

(4) A description of all direct and indirect resources, and partner entities that will support the applicant's development or implementation of high-quality college and career pathways opportunities consistent with the requirements of this chapter.

(5) A description of the applicant's current and future efforts to sustain the ongoing operation of their Golden State Pathways Program beyond the life of their grant. Additionally, if applicants participate in the California Career Technical Education Incentive Grant Program established pursuant to Section 53070, the K-12 component of the Strong Workforce Program, or any other state college and career programs, they are encouraged to describe how they will create cohesion between those programs and college and career pathways developed or offered under the Golden State Pathways Program.



(6) Provisions for data collection and recordkeeping necessary to comply with the requirements of subdivision (c) of Section 53024 and to verify that the grant funds were expended to develop or implement high-quality college and career pathways opportunities consistent with the requirements of this chapter.

(e)

(1) An applicant seeking a grant under this chapter may request both a planning and implementation grant.

(2) An applicant that is seeking both a planning and implementation grant shall submit, and receive approval of, a supplemental report to the Superintendent detailing the implementation plan developed using the resources received from their planning grant, before expending their implementation grant resources.

(f) In awarding grants pursuant to this chapter, the Superintendent shall prioritize applications submitted by a high-priority local educational agency that seeks to establish pathways programs in the following areas:

(1) Education, including early education and child development.

(2) Computer science.

(3) Health care.

(4) Science, technology, engineering, and mathematics pathways that also focus on climate resilience.

APPENDIX B

2022–2023 California Budget Language

Dual Enrollment Opportunities

ARTICLE 8.5. Dual Enrollment Opportunities [41585-41585.] (Article 8.5 added by Stats. 2022, Ch. 52, Sec. 21.)

41585.

(a) Contingent upon an appropriation by the Legislature in the annual Budget Act or another statute, the department, in consultation with the office of the Chancellor of the California Community Colleges, shall, beginning on or before January 1, 2023, administer a competitive grant program to do all of the following:

- (1) Enable more local educational agencies to establish either middle college or early college high schools that provide pupils with access to obtain college credits while enrolled in high school.
- (2) Provide incentives for local educational agencies to establish dual enrollment course opportunities that are consistent with the requirements of Section 76004.
- (3) Enable local educational agencies with existing middle college or early college high schools or College and Career Access Pathways partnerships established pursuant to Section 76004, to couple robust pupil advising and success supports with dual enrollment opportunities and establish outreach campaigns to promote dual enrollment for new or existing middle college or early college high schools or College and Career Access Pathways partnerships established pursuant to Section 76004. For local educational agencies with College and Career Access Pathways partnerships, outreach shall be focused toward families and pupils who may not be college bound or who are underrepresented in higher education.

(b)

(1) Of the funds appropriated in support of this grant program, the Superintendent shall provide approved applicants with either or both of the following, as applicable:

(A) A one-time grant of up to two hundred fifty thousand dollars (\$250,000) to support the costs to plan for, and start up, a middle college or early college high school that is located on the campus of a local educational agency, a partnering community college, or other location determined by the local partnership, and that is consistent with the specifications of Chapter 14 (commencing with Section 11300) of Part 7 of Division 1 of Title 1.

(B) A one-time grant of up to one hundred thousand dollars (\$100,000) to establish a College and Career Access Pathways dual enrollment partnership agreement that is consistent with the requirements of Section 76004 and to enable pupils at the participating high school to access dual enrollment opportunities pursuant to the College and Career Access Pathways partnership agreement.

(2) Nothing shall preclude a local educational agency from using any unexpended funds received for the purposes of subparagraph (A) or (B) of paragraph (1) from using those funds to collaborate with their partner community college to access pupil advising and success support services offered by the partner community college district.

(3) A local educational agency may request grants from either or both of the opportunities specified in subparagraphs (A) and (B) of paragraph (1).

(c) The funds appropriated in the annual Budget Act or other statute for purposes of this section shall be distributed, approximately, in the following manner:

(1) Up to 50 percent shall be available for the purposes of subparagraph (A) of paragraph (1) of subdivision (b).

(2) Up to 50 percent shall be available for the purposes of subparagraph (B) of paragraph (1) of subdivision (b).

(d)

(1) A local educational agency seeking a grant under this section shall submit an application to the Superintendent at a time, in a manner, and with any appropriate information, as the Superintendent may reasonably require, including, but not limited to, evidence of an existing or planned partnership with an institution of higher education for the creation of the dual enrollment program.

(2) The Superintendent shall give priority to available grant funds to support applications from local educational agencies that display any of the following characteristics:

(A) Fifty percent or more of the enrolled pupils at the local educational agency are unduplicated pupils, as defined in Section 42238.02.

(B) The local educational agency has a higher than state average dropout rate.

(C) The local educational agency has a higher than state average rate of suspension and a higher than state average rate of expulsion.

(D) The local educational agency has higher than state average rates of child homelessness, foster youth, or justice-involved youth.

(E) The local educational agency has a lower than state average rate of pupils completing all of the A-G courses required to be eligible for admission to the University of California or the California State University.

(3) To ensure funds are disbursed in a timely manner, the Superintendent shall begin disbursing funds for approved applicants on or before December 1, 2023.


(e)

(1) It is the intent of the Legislature that courses offered to high school pupils in dual enrollment programs pursuant to this section are part of structured, well-sequenced pathways and count toward postsecondary certificate or degree requirements, and are counted toward high school graduation requirements in equivalent subject areas.

(2) It is the intent of the Legislature that courses offered to high school pupils pursuant to a College and Career Access Pathways partnership agreement established by Section 76004 are part of structured, well-sequenced pathways and consist of transfer-level courses, unless one of the following occurs:

(A) The pupil elects to participate in a degree or certificate pathway that is not met with transfer-level courses.

(B) The pupil, in mathematics, English, or both, in grade 10 or 11, would warrant access to innovative remediation coursework, as determined by the partnering school district, county office of education, or charter school. The pupil may be placed into an innovative remediation course during their first year of participating in the College and Career Access Pathways partnership agreement as an intervention taken to ensure the pupil is on track to satisfactorily complete state and any local graduation requirements, as determined by the school district, county office of education, or charter school, and is prepared for transfer-level coursework at a community college upon graduation.



(f) On or before June 30, 2024, and on or before June 30, 2027, the department shall prepare a summary of how the funds in this section were disbursed and used to further the goals listed in subdivision (a), and shall submit the summary to the Department of Finance, the Joint Legislative Budget Committee, the Senate Committee on Education, the Assembly Committee on Higher Education, and the Assembly Committee on Education. The summary shall include all of the following information:

- (1) The number of grants awarded, disaggregated by local educational agency.
- (2) A qualitative description of how the funding was used by local educational agencies to accomplish the goals listed in subdivision (a).
- (3) The total number of high school pupils by schoolsite enrolled in dual enrollment programs disaggregated by participation in middle college high school, early college high school, College and Career Access Pathways, and other dual enrollment programs.
- (4) The total number of community college courses by course category taken by pupils participating in middle college high school, early college high school, College and Career Access Pathways, and other dual enrollment programs.
- (5) The total number of successful course completions by course category disaggregated by participation in middle college high school, early college high school, College and Career Access Pathways, and other dual enrollment programs.
- (6) Course and program outcomes for pupils who were enrolled in dual enrollment programs, disaggregated by grade level, gender, socioeconomic status, race and ethnicity, and other disproportionately impacted groups.

(g) It is the intent of the Legislature that, upon the implementation of the California Cradle-to-Career Data System established in Section 10860, future data and outcome reporting on dual enrollment programs shall be linked through, and conducted in accordance with, the privacy requirements of the California Cradle-to-Career Data System.

(h) For purposes of this article, “local educational agency” means a school district, charter school, or county office of education.

LINKED LEARNING

GOLD CERTIFICATION STANDARDS



Linked Learning Gold Certification™ is the highest standard for college and career preparation, based on evidence of excellence in integrating the core components of Linked Learning. Learn more at [LinkedLearning.org/Certification](https://www.linkedlearning.org/certification).

These evidence-based standards were developed and piloted by teachers, counselors, administrators, and students in Linked Learning pathways, and with input from technical assistance providers, educational equity experts, and industry and postsecondary partners. They emphasize cross-subject, student-centered learning with strong career and postsecondary integration, combined with student supports that ensure equitable opportunities for all students.

INTEGRATED PROGRAM OF STUDY

STUDENT-CENTERED LEARNING CONNECTED TO POSTSECONDARY AND INDUSTRY EXPECTATIONS.

DOMAIN	MEETING THE STANDARD	EXCELLING THE STANDARD
1.1 Cohort Structure	<p>With few identified exceptions, participating students are part of a pathway cohort class for 50% of their schedule, or a minimum of two academic courses and one CTE/career-themed course.</p> <p>A cohort constitutes a common curricular experience with the same teacher among a group of students participating in the same pathway. It is not necessary that students share a common course section.</p> <p>Students who are English language learners and those who are participating in an individualized education program have equitable access to classroom learning in this cohort.</p> <p>This standard has corresponding data requirements.</p>	<p>With few identified exceptions, pathway students are in a pathway cohort class for 65% of their classes, or four or more classes, including a minimum of at least one CTE/career-themed course.</p>
1.2 Curriculum and Instructional Design and Delivery	<p>Pathway core content (English language arts, math, science, social science) and career technical education (CTE/career-themed courses) are built on a foundation of cross-subject and industry-infused curriculum and instructional design, giving students opportunities to make connections across academic content areas and between academic and career content. Pathway provides students with multiple interdisciplinary learning opportunities throughout the pathway experience, which also includes work-based learning opportunities.</p> <p>Pathway instructional design is based on a defined set of student outcomes, as determined by pathway outcomes or a graduate profile. Students are offered multiple opportunities to demonstrate mastery in alignment with outcomes and standards.</p> <p>Pathway curriculum is designed at a level of rigor to develop strong critical thinking skills that prepare students for postsecondary academic success and success in the workplace. The depth and complexity of student learning is evident through student work samples and instructional practices that utilize student-centered, collaborative, and project-based learning in the classroom, and build in opportunities for students to reflect and provide feedback on their learning experiences.</p> <p>Attention to equitable access to the instruction for all identified demographic subgroups is evident through instructional scaffolding and attention to building academic mindsets and developing socio-emotional learning competencies.</p>	<p>Industry and postsecondary partners have multiple opportunities to participate in industry-infused curriculum design at all grade levels.</p> <p>Pathway provides staff with continuous learning and improvement opportunities to ensure that pedagogy is culturally informed and instructional strategies are inclusive.</p>

<p>1.3</p> <p>Assessment of Learning</p>	<p>Assessments align with and are designed to measure pathway student outcomes and/or graduate profile. They are designed intentionally to provide evidence of students' critical thinking skills and their complex understanding of the integrated curriculum.</p> <p>Assessment design provides multiple opportunities throughout the pathway course of study for students to demonstrate their learning to a broader audience of peers, industry representatives, and/or other community members.</p> <p>At least annually, students formally share their cross-subject, CTE/career-themed learning through a public demonstration of knowledge and mastery of content standards. These experiences are designed to enable students to practice skills that will be needed to successfully complete the pathway culminating project.</p> <p>During their senior year of high school, all students are required to submit a culminating project (e.g., internship project, capstone project, or defense of learning) that builds upon the integrated program of study. This represents a rigorous summative assessment in which students demonstrate and reflect upon their academic, career/technical, and social-emotional knowledge in an authentic, experiential way.</p> <p>Adaptations and alternative assessment methods are used when appropriate to ensure equitable opportunities for all students to demonstrate expected knowledge and skills.</p> <p>This standard has corresponding data requirements.</p>	<p>To demonstrate growth in industry knowledge and workplace skills, pathway students complete a rigorous, summative, performance-based assessment at the end of their CTE/career-themed courses (e.g., certification exam or portfolio) and/or participate in an end-of-internship exhibition of learning.</p> <p>Pathway provides staff with continuous learning and improvement opportunities to ensure that equitable and culturally informed assessment strategies are in place.</p>
<p>1.4</p> <p>Early College Credit Opportunities</p>	<p>Early college credit opportunities are available to all students through Advancement Placement courses, International Baccalaureate courses, and/or by formal agreement with a post-secondary partner to provide dual enrollment opportunities, articulated high school classes, or credit by exam. Pathway is able to demonstrate the degree to which students are participating in and obtaining credit through these opportunities.</p> <p>This standard has corresponding data requirements.</p>	<p>Through formal dual enrollment partnership(s), or equivalent, a majority of pathway students participate in and successfully complete early college credit opportunities.</p> <p>The pathway team maintains data on student participation and success in early college learning opportunities, disaggregated by demographic subgroups (e.g., race/ethnicity, English language learners, individualized education plan participants), in order to monitor equitable access and outcomes for all students.</p>
<p>1.5</p> <p>Partner Input and Validation</p>	<p>Postsecondary, industry, and other partners inform and validate the design and implementation of the pathway program of study, including pathway outcomes and student assessments. These partners assess the effectiveness and quality of the program on an ongoing basis, and this input is used to improve alignment to industry and postsecondary needs.</p>	<p>Postsecondary, industry, and other partners work with the pathway team on curriculum co-design and co-validation through a formalized collaborative process to assess program quality, effectiveness, and alignment to postsecondary and industry expectations.</p>

WORK-BASED LEARNING

A CONTINUUM OF MEANINGFUL EXPERIENCES WITH WORK AND REAL-WORLD APPLICATIONS OF LEARNING.

DOMAIN	MEETING THE STANDARD	EXCELLING THE STANDARD
2.1 Work-based Learning Plans	<p>The pathway provides students with a work-based learning (WBL) plan that includes a continuum of WBL experiences aligned with the program of study curriculum and pathway and/or graduate outcomes. The pathway program provides students with opportunities to engage with the plan by, for example, tracking their participation in specific activities, and/or reflecting on the plan at various times throughout their pathway experience. The plan is personalized as needed to ensure equitable opportunities for all students.</p> <p>The WBL plan is articulated with the program of study and pathway academic outcomes and/or graduate profile.</p> <p>The WBL plan is informed by and/or validated by input from industry partners.</p>	<p>Students customize their WBL plan and track their experiences based on pathway outcomes, district graduate profile, and/or personal goals. Students regularly reflect upon and update their plan, taking into account their postsecondary goals and plans.</p>
2.2 Student Work-based Learning Experiences and Self-assessments	<p>All students successfully complete a range of WBL experiences, from career exploration activities to career training. The pathway provides opportunities for all students to pursue formal WBL internships or apprenticeships and to obtain industry certifications.</p> <p>The pathway provides equitable access to high-quality WBL experiences for all students.</p> <p>All students participate in WBL self-assessments on a periodic basis throughout their pathway experience, and after individual WBL experiences. These self-assessments give students the opportunity to reflect on their WBL skills development, their understanding of the industry, and links between academic and WBL experiences. Feedback gathered through student self-assessments are also used to inform the WBL plan.</p> <p>This domain has corresponding data requirements.</p>	<p>A majority of students successfully complete an internship or similar experience in a placement aligned with the pathway theme. Success is measured against employer evaluation and industry and pathway outcomes.</p> <p>The pathway team uses information from student self-assessments to evaluate the scope and quality of WBL experiences and to make ongoing program improvements.</p>
2.3 Work-based Learning Provider Assessment of Student Workplace Readiness	<p>Industry partners and employers/supervisors evaluate individual student workplace readiness development and performance in WBL experiences on an annual basis at minimum.</p> <p>Partners/supervisors assess the quality of student preparation and performance in WBL activities (professionalism, soft skills, etc.) and on skills and knowledge related to pathway outcomes. This feedback is used by students and teachers in meeting pathway and industry outcomes.</p> <p>This domain has corresponding data requirements.</p>	<p>Feedback and validation from employers occurs regularly and is used to improve the workplace readiness of students. Employers participate both in the preparation of students for the worksite and in the evaluation of student intern performance.</p> <p>WBL data is tracked through a system that specifies clear student learning outcomes, metrics, and benchmarks. Employers participate to formally validate the work readiness of students.</p>

INTEGRATED STUDENT SUPPORTS

MEETING THE DEVELOPMENTAL NEEDS OF EACH YOUNG PERSON TO EQUIP ALL FOR A SUCCESSFUL TRANSITION TO COLLEGE AND CAREER.

DOMAIN	MEETING THE STANDARD	EXCELLING THE STANDARD
3.1 College and Career Preparation and Support	<p>The pathway is successfully preparing students for college and career transitions, and promoting a college and career culture by:</p> <ul style="list-style-type: none"> • Expecting students to pursue postsecondary education or training • Exposing students to a variety of postsecondary options • Providing targeted student support for postsecondary options (i.e., preparation for PSAT, SAT, ASVAB exams, guidance for college applications, help completing FAFSA and other financial aid applications, etc.) • Providing academic, social-emotional, and career counseling services aligned with pathway and graduate outcomes, and helping students to develop and realize their college and career readiness goals • Helping students develop job application skills and make connections to apprenticeship and certification programs <p>This domain has corresponding data requirements.</p>	<p>The pathway assures a college and career culture by:</p> <ul style="list-style-type: none"> • Making early college, dual enrollment, and other opportunities available on the high school campus • Sponsoring professional development for counselors, teachers, and other relevant staff on topics related to early college/ career readiness awareness • Developing relationships with postsecondary institutions to promote successful student transitions to higher education <p>Nearly 100% of pathway students achieve one or more of the following directly after graduation:</p> <ul style="list-style-type: none"> • Enroll in a postsecondary institution • Attain an industry-recognized certificate • Enter a pre-apprenticeship or apprenticeship program
3.2 Social-Emotional Skill Development	<p>The pathway program includes embedded learning opportunities that emphasize the development of social awareness, self-management, and a mindset of growth and self-efficacy for all students.</p>	<p>Through the program of study, the pathway standardizes protocols that regularly embed opportunities for students to reflect on their social-emotional learning and growth over time.</p> <p>The pathway team routinely assesses and provides formative feedback related to the development of students' skills in social awareness, self-management, and a mindset of growth and self-efficacy.</p>
3.3 Individual Student Supports	<p>The pathway team monitors student academic, personal, and social-emotional needs, and provides culturally responsive and timely interventions as necessary. The pathway adopts and implements a systematic plan of assessment and referral for students needing academic or social-emotional interventions. Interventions are personalized and engage students' families as appropriate in order to serve each individual student.</p> <p>A system is in place to assess the efficacy of student supports based on progress of identified subgroups.</p> <p>This domain has corresponding data requirements.</p>	<p>Students benefit from regular check-ins with pathway team members to monitor progress against the plan. The pathway team engages families and leverages community assets to contribute to and serve students' academic and social-emotional needs in a more customized way.</p> <p>Structured peer mentoring opportunities are integrated into intervention strategies.</p>
3.4 Student Input and Validation	<p>The pathway seeks and documents student voice and leadership in articulating the pathway theme and making connections between academic studies, WBL opportunities, and college and career preparation.</p> <p>Student feedback solicited on at least an annual basis to gauge whether students understand the relevance of their program in preparing them for life after high school. This information is used to inform pathway improvement and responsiveness to support student needs.</p>	<p>Students often articulate the relevance of their program by serving as leaders, ambassadors, and spokespersons. They are valued partners and leaders in the continuous improvement process by providing regular feedback on the quality of their preparation and helping the pathway team incorporate this feedback into planning and future improvements.</p>

DOMAIN-SPECIFIC DATA REQUIREMENTS

SOME REQUIREMENTS CALL FOR DATA FROM A COMPARISON GROUP IN ADDITION TO PATHWAY PARTICIPANTS. THIS GROUP MAY INCLUDE THE GENERAL SCHOOL OR DISTRICT POPULATION OR A DEMOGRAPHIC SUBGROUP OF THE POPULATION.

DOMAIN	MEETING THE STANDARD
1.1 Cohort Structure	<ul style="list-style-type: none"> Number and percent of students participating in a pathway cohort comprising 50% of their schedule Number and percent of pathway students who have two academic courses and one CTE/career-themed course as part of the pathway in a six-period schedule
1.3 Assessment of Learning	<ul style="list-style-type: none"> Number and percent of students participating in culminating experiences, including successful completion rate If available, provide demographic subgroup breakdown for the above If available, show two or more years of data for the above
1.4 Early College Credit Opportunities	<p>Provide at least two years of data describing early college opportunities for pathway students and comparison group; show data overall and with breakdown by demographic subgroup</p> <ul style="list-style-type: none"> Number and percent of students participating in dual enrollment, AP/IB courses Number and percent of students obtaining credit through dual enrollment, AP/IB exam Number and percent of students taking credit by exam (if applicable) Number and percent of students obtaining credit by exam (if applicable) Number and percent of students participating in course-to-course articulation (if applicable) Number and percent of students obtaining credit through course-to-course articulation (if applicable)
2.2 Student Work-based Learning Experiences and Self-assessments	<p>Provide at least two years of data describing work-based learning experiences for pathway students and comparison group; show data overall and with breakdown by demographic subgroup</p> <ul style="list-style-type: none"> Number and percent of students participating in career awareness activities Number and percent of students participating in career exploration activities Number and percent of students participating in career preparation activities Number and percent of students participating in internships/apprenticeships, paid or unpaid
2.3 Work-based Learning Provider Assessment of Student Workplace Readiness	<p>If applicable, provide at least two years of data describing WBL provider assessments for pathway students and comparison group; show data overall and with breakdown by demographic subgroup</p> <ul style="list-style-type: none"> Number and percent of students receiving an industry-recognized certification Number and percent of students receiving a positive review from their employer/industry partner upon completion of an internship/mentorship
3.1 College and Career Preparation and Support	<p>Provide at least two years of data describing potential impact of college and career preparation for pathway students and comparison group; show data overall and with breakdown by demographic subgroup</p> <ul style="list-style-type: none"> Number and percent of graduates enrolled in a two-year or four-year postsecondary institution Number and percent of graduates entering a pre-apprenticeship or apprenticeship program <p>If available, provide the following additional data:</p> <ul style="list-style-type: none"> Number and percent of graduates who enroll in a postsecondary institution within two years of graduation Number and percent of graduates who complete one year at a postsecondary institution
3.3 Individual Student Supports	<p>Provide at least two years of data describing potential impact of student supports for pathway students and comparison group; show data overall and with breakdown by demographic subgroup</p> <ul style="list-style-type: none"> Number and percent of students formally receiving individual support services Mean/median GPA of pathway students at each grade level Number and percent of students chronically absent Number and percent of students suspended Number and percent of students who report a positive response by domain on a social-emotional learning and/or school climate and culture survey (if available) Number and percent of students at beginning of sophomore and senior years who are credit deficient, defined as lacking the number of credits a student should have completed upon entering each respective school year to remain on-track for graduation with a standard diploma in four years

OVERARCHING DATA REQUIREMENTS

CROSS-CUTTING METRICS RELATING TO EQUITY.

	MEETING THE STANDARD	EXCELLING THE STANDARD
Pathway Completion	<p>80% or more participating students successfully complete the pathway. Students who are enrolled for the entire duration of the pathway successfully complete the courses that constitute the pathway program of study, including a three- to four-year CTE/career-themed sequence.</p> <p>Provide two years of data on the following:</p> <ul style="list-style-type: none"> • Total number and percent of students who completed the pathway • If available, breakdown by demographic subgroup <p>In addition, maintain data on students who leave the pathway before completing the course of study, monitoring attrition through an equity lens. Use this information to identify potential deficiencies in student supports.</p>	<p>Spanning at least two years, all students, including those in identified demographic subgroups, successfully complete all courses in the pathway program of study.</p>
Early College Credit Completion	<p>Pathway students participate in and obtain college credits at rates equal to or higher than peers in the comparison group.</p> <p>Provide two years of data on the following:</p> <ul style="list-style-type: none"> • Number and percent of pathway students who participate in and obtain college credit and those in comparison group • If available, breakdown by demographic subgroup 	<p>All identified demographic subgroups participate in and obtain college credits at higher rates than subgroups districtwide over a period of at least two years.</p>
High School Graduation	<p>Pathway students graduate at rates equal to or higher than peers in the comparison group.</p> <p>Provide two years of data on the following:</p> <ul style="list-style-type: none"> • Number and percent of graduating pathway students and those in comparison group • If available, breakdown by demographic subgroup 	<p>All identified demographic subgroups graduate at higher rates than subgroups districtwide over a period of at least two years.</p>
College Qualification	<p>Pathway students qualify for college at rates equal to or higher than peers in the comparison group. Students should meet the requirements to qualify for entry to public universities in the state (including college preparatory coursework, English and math placement exams, GPA, a-g requirements in California, etc.).</p> <p>Provide two years of data on the following:</p> <ul style="list-style-type: none"> • Number and percent of students who completed all academic requirements to qualify for college as described above • If available, breakdown by demographic subgroup 	<p>All identified demographic subgroups qualify and are admitted to college at higher rates than subgroups districtwide over a period of at least two years.</p>
Pathway Equity	<p>Student data shows that the pathway promotes equity across student subgroups in at least one area. Pathway team uses readily accessible measures/data points (SARC, dashboard, etc.) to understand trends in student achievement. When disaggregated by demographic subgroups, evidence demonstrates that the pathway is providing an environment that promotes success for all students by closing a gap on at least one of the following areas.</p> <ul style="list-style-type: none"> • Number and percent of graduates who enroll in a postsecondary institution within two years of graduation • Number and percent of graduates who complete one year in a postsecondary institution • Number and percent of suspended students • Number and percent of chronically absent students • Number and percent of students who report a positive response by domain on a social-emotional learning and/or school climate and culture survey • Number and percent of students at beginning of sophomore and senior years who are credit deficient, as defined in data table 3.3 	<p>In addition to the specified requirements, the pathway team:</p> <ul style="list-style-type: none"> • Uses multiple measures or data points consistently to evaluate student growth and/or success • Applies consistent, systematic structures to ensure ongoing evaluation of growth • Uses explicit interventions and supports within identified subgroups and focuses on narrowing the achievement gap • Presents data showing significant narrowing of the achievement gap for all subgroups over time <p>There is evidence that pathway recruitment and enrollment efforts have yielded positive results for students reflecting the diversity of the school or district over more than two years.</p> <p>Established practices and policies are in place to ensure open access and diversity through the involvement of students, business partners, and community partners.</p>

Fast Forward California is co-led by three organizations with a history of collaboration and more than a decade of experience accelerating students on the path to college and career success. These partners are building on their distinct networks and areas of expertise to bring the promise of Golden State Pathways to life for California communities.



The Linked Learning Alliance leads a movement to connect all youth to college, career, and purpose. We partner with education systems to accelerate the adoption of high-quality Linked Learning educational pathways that engage adolescents, strengthen workforce readiness, and advance equity and economic justice. Our actions drive rigor and improvement in the Linked Learning practice, research that establishes evidence and informs learning, communications that enhance public understanding and center the voices of students and educators, and the supportive policy and resources required for success.

[LinkedLearning.org](https://www.linkedlearning.org)



The Education Trust—West

The Education Trust—West is committed to advancing policies and practices to dismantle the racial and economic barriers embedded in the California education system. Through our research and advocacy, Ed Trust—West improves racial equity in education, engages diverse communities dedicated to education equity and justice, and increases political and public will to build an education system where students of color and multilingual learners, especially those experiencing poverty, will thrive.

[West.EdTrust.org](https://www.west.edtrust.org)



Career Ladders Project promotes equity-minded community college redesign. We collaborate with colleges and their partners to discover, develop, and disseminate effective practices. Our policy work, research, and direct efforts with colleges lead to system change—and enable more students to attain certificates, degrees, transfers, and career advancement.

[CareerLaddersProject.org](https://www.careerladdersproject.org)